Knowledge Progression for Writing Curriculum across KS2

Writing	Year 3	Year 4	Year 5	Year 6
Transcription	• Use further prefixes and suffixes and understand how to add them • Spell further homophones • Spell words that are often misspelt • Use the first two or three letters of a word to check its spelling in a dictionary • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	• Use further prefixes and suffixes and understand how to add them • Spell further homophones • Spell words that are often misspelt • Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • Use the first two or three letters of a word to check its spelling in a dictionary • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	• Convert **nouns** or **adjectives** into **verbs** using suffixes E.g. -ate, -ise, -ify • Verb prefixes E.g. dis-, de-, mis-, over- • Spell some words with silent letters e.g. psalm, knight, solemn • Continue to distinguish between homophones and other words which are often confused • Use knowledge of morphology and etymology in spelling • Use the first three of four letters of a word to check spelling, meaning or both in a dictionary • Use a thesaurus	• Use further prefixes and suffixes and understand the guidance for adding them • Spell some words with silent letters e.g. psalm, knight, solemn • Continue to distinguish between homophones and other words which are often confused • Use knowledge of morphology and etymology in spelling • Use dictionaries to check the spelling and meaning of words • Use a thesaurus
Handwriting	• Use diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. • Increase the legibility, consistency and quality of their handwriting	• Use diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. • Increase the legibility, consistency and quality of their handwriting	• To write legibly, fluently and with increasing speed. • Choose which shape of a letter to use when given choices and decide whether or not to join specific letters • To choose the writing implement that is best suited for a task.	• To maintain legibility in joined handwriting when writing at speed.
Composition	Plan: • Discuss and record their ideas • Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Draft: • Compose and rehearse sentences orally building a varied and rich vocabulary • Introduce paragraphs as a way to group related material • In narratives create settings and characters • In non-narrative material, use simple organisational devices. E.g headings and subheadings. Editing: • Assess the effectiveness of their own and others writing and suggest improvements. • Propose changes to grammar and vocabulary to improve consistency. • Proof read for spelling and punctuation errors.	Plan: • Discuss and record their ideas • Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Draft: • Compose and rehearse sentences orally building a varied and rich vocabulary and an **increasing range of sentence structures.** • To organise paragraphs **around a theme**. • In narratives create settings, characters and plot. • In non-narrative material, use simple organisational devices. E.g headings and subheadings. Editing: • Assess the effectiveness of their own and others writing and suggest improvements. • Propose changes to grammar and vocabulary to improve consistency including the **accurate use of pronouns in sentences**	Plan: • To identify the audience for and purpose of their writing, selecting the appropriate form and using similar writing as models for their own. • Noting and developing initial ideas. Draft: • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • In narratives describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action • Precising longer passages • Using a wide range of devices to build cohesion within and across paragraphs • Using organisational and presentational devices to structure text and guide the reader. Editing: • Assessing the effectiveness of their own and others' writing	Plan: • To identify the audience for and purpose of their writing, selecting the appropriate form and using similar writing as models for their own. • Noting and developing initial ideas. Draft: • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • In narratives describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action • Precising longer passages • Using a **wider** range of devices to build cohesion within and across paragraphs **E.g. ellipsis, repetition, grammatical connections such as adverbials – on the other hand.** • Using **further** organisational and presentational devices to structure text and guide the reader. **E.g. columns, bullet points, tables** Editing:

		• Proof read for spelling and punctuation errors.	• Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • Ensuring the consistent and correct use of tense throughout a piece of writing. • Ensure correct subject and verb agreement • Proof-read for spelling and punctuation errors.	• Assessing the effectiveness of their own and others' writing • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • Ensuring the consistent and correct use of tense throughout a piece of writing. • Ensure correct subject and verb agreement • Proof-read for spelling and punctuation errors.
Vocabulary	• Word families based on common words, showing how words are related in form and meaning. E.g. solve, solution, solver • Formation of **nouns** using a range of **prefixes**	• Choosing nouns or pronouns within and across sentences to aid cohesion and avoid repetition • Using noun phrases expanded by the addition of modifying adjectives, nouns and prepositions phrases. E.g. The teacher expanded to: The strict maths teacher with curly hair.	• Using expanded noun phrases to convey complicated information concisely. • Using modal verbs or adverbs to indicate degrees of possibility.	• The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. E.g. find out – discover, ask for – request. • How words are related by meaning as synonyms and antonyms
Grammar	• Use the forms **a** or **an** according to whether the next word begins with a **consonant** or a **vowel** • Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although • Using the present perfect form in verbs in contrast to the past tense • Using conjunctions, adverbs and prepositions to express time and cause	• The grammatical difference between **plural** and **possessive** • Using fronted adverbials • Standard English forms for verb inflections instead of spoken forms. E.g. I did instead of I done	• Using relative clauses beginning with who, which, when, whose, that or with an implied relative pronoun • Link ideas across paragraphs using adverbials of time, place and number or tense choices.	• Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • Using passive verbs to affect the presentation of information in a sentence. • Using the perfect form of verbs to mark relationships of time and clause.
Punctuation	• Introduction to inverted commas to **punctuate** direct speech	• Use of inverted commas and **other punctuation** to indicate direct speech. E.g. The conductor shouted, "Sit down!" • Apostrophes used to mark plural possession. E.g. the girl's name, the girls' names. • Use of commas after **fronted adverbials**	• Brackets, dashes or commas to indicate parenthesis • Use of commas to clarify meaning or avoid ambiguity	• Use of the semi-colon, colon and dash to mark the boundary between **independent clauses.** E.g. It's raining: I'm fed up. • To use a colon to introduce a list and use of semi-colons within lists. • Punctuation of bullet points to list information. • How hyphens can be used to avoid ambiguity. E.g. recover versus re-cover
Terminology	adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel letter, inverted commas	determiner, pronoun, possessive pronoun, adverbial	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	Subject, object, active, passive, synonym, antonym, ellipses, hyphen, colon, semi-colon, bullet points